Illinois report cards
Steering Committee meeting

May 2, 2011

THE BOSTON CONSULTING GROUP

Agenda

Provide a brief update on progress and P-20 Council presentation

Discuss and gather feedback on v0.1 of report card

Review preliminary focus group research plan

Align on next steps

Since our last meeting, team has focused on developing v0.1 of report cards and focus group research strategy

Inputs

Output

1-1 discussions[1]

Steering Committee
- Ann Courter (UIC)
- Larry Frank (IEA/NEA)
- Dan Harris (Ounce of Prevention)
- Michael Jacoby (IASBO)
- Melissa Mitchell (Comm. Schools)
- Amy Nowell (CPS)
- Kathy Ryg (Voices)
- Harvey Smith (IIRC)
- Deb Strauss (PTA)
- Rich Voltz (IASA)

Advisory Committee
- Sean German (IPA)
- Myles Gearon (Student)
- Sharod Gordon (TARGET)
- Larry Joseph (Voices)

Additional contacts
- Steve Cordogan (District 21)
- Eric Hirsch (New Teacher Ctr)
- Nick Montgomery (Consortium)
- Denis Roarty (UIC, TDW)
- Paul Zavitkovsky (UIC)

Benchmarking
- Compared report card v0.1 to select state and city report cards[3]

Ongoing research of existing and best practice approaches

v0.1 of school report cards[2]

Preliminary foundations of focus group research strategy

1. Additional discussions scheduled or in process of being scheduled; goal is to speak individually with all Steering Committee members and selected Advisory Committee members. 2. District to be developed after preliminary alignment at school level. 3. See appendix.

Also introduced the project to the P-20 council last week

Project introduced to P-20 council on Wednesday April 27th

- Robin Steans, Max McGee and BCG team provided an introduction to the project with several members of the Steering /Advisory Committee in attendance
- Team shared selected sections of the presentation discussed in our last meeting
    - Our view on report cards
    - Pyramid logic
    - Deliverables for the project
    - Guiding questions
    - Approach and workplan

The Council was aligned on our agreed principles, project approach and way forward

- Particular emphasis on stakeholder engagement as an important aspect of our approach
- In response to a question, team clarified that at the current stage, scope is defined to K-12 (and not post-secondary) just as the current IL report cards are. However, in defining metrics around success at next level, post-secondary education will be in consideration as a measure of high school success
- Team acknowledged the need to explore link to High School Feedback Report. The committee on this will present in July at the next P-20 Council meeting

Next meeting with the P-20 council scheduled for July with commitment to share a version of the report cards for the Council's review and discussion

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A set of design assumptions drive v0.1 of report card

Five separate report cards to be designed to address majority of the schools[1]
- High school
- Junior high school
- Middle school
- Elementary school
- District

One-pager for each report card to ideally have 10-15 metrics covering outcomes, progress, climate, and some context characteristics
- Additional page will be used to highlight additional context characteristics

One-pager will only communicate metrics at the 'overall school' level
- Detailed report will include metric breakdowns by demographic groups and socioeconomic levels

District report card <u>not</u> simply a roll up of school – to be developed after school v0.1 discussed
- Should have some unique metrics (e.g. management metrics) more relevant at district level

Are these foundational assumptions valid?

1.Team will address report cards for "unique" circumstances after general alignment reached on these preliminary versions– e.g. specialized school, only school in a district .

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Recap: We aligned on four guiding questions for the report cards to address

1 **Are students achieving quality <u>outcomes</u>?**

2 **Are students making <u>progress</u> toward quality outcomes?**

3 **Is the school/ district <u>climate</u> conducive to enabling quality outcomes and progress?**

4 **What are the <u>characteristics</u> of the school/district that provide relevant context to make comparisons and understand outcomes, progress or climate?**

Within these four guiding questions, a short set of sub-categories developed to focus metric selection

Guiding questions	Sub-categories	Supporting question
Are students achieving quality outcomes?	**Graduation/ promotion to next level**	*Are students graduating and/or being promoted to the next level?*
	Readiness for next level	*Are students ready for the next level?*
	Success in the next level	*Have students demonstrated success at the next level?*
Are students making progress toward quality outcomes?	**On track**	*Are students on track for success at current school level?*
	Performance	*Are students meeting/ exceeding state standards?*
	Gains	*Are students demonstrating sufficient growth to improve or maintain academic performance?*
Is the climate conducive to enabling quality outcomes and progress?	**Academic environment and engagement**	*Are students, parents, and teachers engaged with school and satisfied with experience?*
	Safety	*Do students/ parents believe the school environment is safe?*
What are the characteristics of the school/district that provide relevant context?	**Student**	*What characteristics of the student population provide relevant context?*
	Teacher	*What characteristics of teacher population/performance provide relevant context?*
	Administration	*What characteristics of administration profile/performance provide relevant context?*

Do these sub-categories capture the most important elements to display on the "one pager?"

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Today, plan is to share report card v0.1 and gather feedback
v0.1 reflects trade-offs vs. 'ideal' metrics and prioritization vs. other metrics considered

Began with a wide range of metrics...

Advisory Committee initial discussions

Steering Committee and Advisory Committee member 1-1 discussions

Current IL report cards and available data

Benchmarking to states and cities across the country

Review of ongoing state initiatives[1]

Best practice research

"Ideal" report card

- Reflects the aspirations for the report cards with little consideration to constraints of measurement feasibility

Other metrics considered

- Team maintaining running tab of other metrics considered; metrics may be:
  – Substituted for current metric if proposed metric found to be unsuitable
  – Included in detailed report

Proposed report card v0.1

- Makes trade-offs based on feasibility, data availability
- Proposes interim metrics where "ideal" is under development[2]

1. PARCC assessments, Growth Model, Kindergarten Readiness assessment, SB-7 climate survey, Performance Evaluation Advisory Committee. 2. Timeline analysis in appendix displays how report card will evolve once new data available from efforts underway in IL.

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<u>Ideal</u> high school report card (v0.1)

			In current IL card?
Outcomes	Graduation	% of students graduating within 4 years (adjusted for mobility)	✔
	Readiness	% of students ready for college & career in 21st century	✔ [1]
	Success	% of HS graduates enrolling in post-secondary or employed within 1 semester of graduation	
		% of HS graduates enrolling in post-secondary who graduate from post-secondary within 4 years	
Progress	On track	% of students in school's lowest grade on track	
	Performance	% of students meeting/ exceeding state standards[2] (meet + exceed, exceed)	✔
		% of students scoring >=3 on at least 1 AP, IB, or dual credit/enrollment test	
	Gains	% of students achieving gains[3]	
Climate	Academic environment & engagement	Perceptions regarding academic environment and engagement:	
		• Student survey question response rate – highlight 1-2 questions[4]	
		• Parent survey question response rate – highlight 1-2 questions	✔ [5]
		• Teacher survey question response rate – highlight 1-2 questions[4]	
	Safety	Value-added safety score[6]	
Context Characteristics	Student	% of students with fewer than 10 absences *(min threshold TBD)*	✔ [7]
	Teacher	% of teachers returning from last school year (3 yr average)	✔ [8]
		% of teachers in each evaluation bucket (excellent, proficient, needs improvement, unsatisfactory)	
	Administration	# of different principals at school in past 3 yrs *(years TBD)*	

1. Mean ACT composite score. 2. Draft assumes composite score reported, but may report by subject. 3. Language may change based on growth model selected. 4. Impacted by SB7 outcome. 5. Parental contact. 6. Subtracts school's Absolute Safety Score (calculation using 3 inputs: safety/ climate survey, severe misconduct rate, shooting victim rate) from school's Expected Safety Score (based on environmental factors outside a school's control). 7. Attendance and chronic truancy rate. 8. Avg. teaching experience.

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Proposed near-term high school report card (v0.1)

Adjustments to 'ideal report card' made based on data availability/ feasibility

			Rationale for change vs. ideal
Outcomes	Graduation	% of students graduating within 4 years (adjusted for mobility)	
	Readiness	***% of students meeting 4 subject-specific college & career readiness ACT thresholds[1]***	*Best available CCR metric; may adjust once PARCC released*
	Success	***% of HS graduates enrolling in post-secondary within 1 semester of graduation***	*No capacity to track HS grad. employment at this time[2]*
			No capacity to track post-secondary graduation at this time
Progress	On track	% of students in school's lowest grade on track	
	Performance	% of students meeting/ exceeding state standards[3] (meet + exceed, exceed)	
		% of students scoring >=3 on at least 1 AP, IB, or dual credit/enrollment test	
	Gains	***Under construction: % of students achieving gains[4]***	*Gains not available for 3-5 years*
Climate	Academic environment & engagement	Perceptions regarding academic environment and engagement: • Student survey question response rate – highlight 1-2 questions[5] • Parent survey question response rate – highlight 1-2 questions • Teacher survey question response rate – highlight 1-2 questions[5]	
	Safety	***Student/ parent survey response rate: safety question(s)***	*Implementation concerns re: value-added score (e.g. varied discipline policies, capacity, etc)*
Context Characteristics	Student	% of students with fewer than 10 absences[6]	
	Teacher	% of teachers returning from last school year (3 yr average)	
		% of teachers nationally board certified	*New teacher evaluation metrics not available for 3-5 yrs*
	Administration	# of different principals at school in past 3 yrs[6]	

1. 18 on English, 22 on Math, 21 on Reading, 24 on Science.; concerns voiced regarding the thresholds (science, english), may need to evaluate options such as a composite score 2.CPS currently reports employment with data from IL Dept of Employment Security via student SSN. 3. Draft assumes composite score reported, but may report by subject. 4. Language may change based on growth model selected. 5. Impacted by SB7 outcome. 6. Threshold/ years TBD.

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Proposed near-term junior high school report card (v0.1)

Rationale for adjustment vs. ideal[1]

Outcomes	Promotion	% of students being promoted from junior high on time[2] (adjusted for mobility)
	Readiness	% of 8th graders passing Algebra I
	Success	*% of most recent alumni promoted 1 grade at next school on time[3]*

Ideal metric: *"% of most recent alumni meeting/ exceeding state standards in next grade"*
Issues: *No statewide tests in 9th, 10th grade; 11th grade PSAE could cause confusion given misalignment between ISAT and PSAE*

Progress	On track	% of students in school's lowest grade on track
	Performance	% of students meeting/ exceeding state standards[4] (meet + exceed, exceed only)
		% of students passing at least 1 pre-AP course
	Gains	*Under construction: % of students achieving gains[5]*

Gains not available for 3-5 years

Climate	Academic environment & engagement	Perceptions regarding academic environment and engagement:
		• Student survey question response rate – highlight 1-2 questions[6]
		• Parent survey question response rate – highlight 1-2 questions
		• Teacher survey question response rate – highlight 1-2 questions[6]
	Safety	*Student/ parent survey response rate: safety question(s)*

Implementation concerns regarding value-added score (e.g. varied discipline policies, capacity, etc)

Context Characteristics	Student	% of students with fewer than 10 absences[7]
	Teacher	% of teachers returning from last school year (3 yr average)
		% of teachers nationally board certified
	Administration	# of different principals at school in past 3 yrs[7]

New teacher evaluation metrics not available for 3-5 yrs

1. See appendix. 2. Number of years may differ based on number of grade levels at school. 3. Grade may differ based on district structure (e.g. If 9th grade is first grade at high school, metric assesses promotion from 9th to 10th grade). 4. Draft assumes composite score reported, but may want to report by subject. 5. Language may change based on growth model selected. 6. Impacted by SB7 outcome. 7. Threshold/ years TBD.

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Proposed near-term middle school report card (v0.1)

Rationale for adjustment vs. ideal[1]

Category	Metric	Description	Rationale
Outcomes	Promotion	% of students being promoted from middle school on time[2] (adjusted for mobility)	
	Readiness	% of students in last grade level meeting/ exceeding state standards[3,4] (meet + exceed, exceed)	
	Success	% of most recent alumni meeting/ exceeding state standards in next grade[3,4] (meet + exc., exc.)	
Progress	On track	% of students in school's lowest grade on track	
	Performance	% of students meeting/ exceeding state standards[3] (meet + exceed, exceed only)	
	Gains	*Under construction: % of students achieving gains[5]*	*Gains not available for 3-5 years*
Climate	Academic environment & engagement	Perceptions regarding academic environment and engagement: • Parent survey question response rate – highlight 1-2 questions • Teacher survey question response rate – highlight 1-2 questions[6]	*Implementation concerns re: value-added score (e.g. varied discipline policies, capacity, etc)*
	Safety	*Parent survey response rate: safety question(s)*	
Context Characteristics	Student	% of students with fewer than 10 absences[7]	
	Teacher	% of teachers returning from last school year (3 yr average) *% of teachers nationally board certified*	*New teacher evaluation metrics not available for 3-5 yrs*
	Administration	# of different principals at school in past 3 yrs[7]	

1. See appendix. 2. Number of years may differ based on number of grade levels at school. 3. Draft assumes composite score reported, but may want to report by subject. 4. Grade will vary based on number of grades at middle school and junior high (if applicable). 5. Language may change based on growth model selected. 6. Impacted by SB7 outcome. 7. Threshold/ years TBD.

Proposed near-term elementary school report card (v0.1)

Rationale for adjustment vs. ideal[1]

Outcomes	Promotion	% of students being promoted from elementary on time[2] (adjusted for mobility)
	Readiness	% of 3rd graders meeting/ exceeding state standards in ELA (meet + exceed, exceed)
	Success	% of most recent alumni meeting/ exceeding state standards in next grade[2,3] (meet + exc., exc.)

Progress	On track	*Under construction: % of kindergarteners 'ready'*	*Readiness not available for 3-5 years; pilot to be run in 2012-2013 school year*
	Performance	% of students meeting/ exceeding state standards[3] (meet + exceed, exceed only)	
	Gains	*Under construction: % of students achieving gains[4]*	*Gains not available for 3-5 years*

Climate	Academic environment & engagement	Perceptions regarding academic environment and engagement:
		• Parent survey question response rate – highlight 1-2 questions
		• Teacher survey question response rate – highlight 1-2 questions[5]
	Safety	*Parent survey response rate: safety question(s)*

Implementation concerns re: value-added score (e.g. varied discipline policies, capacity, etc)

Context Characteristics	Student	% of students with fewer than 10 absences[6]	
	Teacher	% of teachers returning from last school year (3 yr average)	
		% of teachers nationally board certified	*New teacher evaluation metrics not available for 3-5 yrs*
	Administration	# of different principals at school in past 3 yrs[6]	

1. See appendix. 2. Number of years may differ based on number of grade levels at school. 3. Draft assumes composite score reported, but may want to report by subject. 4. Language may change based on growth model selected. 5. Impacted by SB7 outcome. 6. Threshold/ years TBD.

Preliminary list of additional 'Context Characteristics' to include on front/cover to report card one-pager

School & leadership

- School name
- School address, map, website
- School type – e.g. limited enrollment
- Superintendent and Principal name
- School description (e.g. narrative from Principal)
- School personnel resources (e.g. speech therapist)
- Mission and/or improvement goals

Students

- School size/ enrollment
- Socio-demographic breakdown of students - % of students by racial/ethnic groups, low-income/FRL, LEP, IEP
- Student mobility

Classes

- Average class size or pupil: teacher ratio
- AP classes offered – number and type[1]
- Additional classes offered (e.g. language, art, music)

Programs

- After-school and before-school programs; extracurricular activities
- Student participation in programs
- Community and/or business partnerships

> **What items do you believe should be added to or removed from this list?**

1. Additional option is percent of district or state's advanced curriculum offered.

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Certain data elements explicitly excluded from "one pager"

Many of these are important and can be included in the detailed report

- Student performance by grade[1]

- Student performance by subject[1]

- Student performance by subgroup (e.g. socioeconomic groups)

- School-level financial information[2]

- AYP performance

> **Are you comfortable excluding this information from the one-pager?**

1. Excluding instances where specific grades/subjects are focused are leading indicators to address guiding quesitons 2. May decide appropriate to include in district one-pager.

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Key stakeholder groups to be included for focus groups

- **Parents**

- **Students**

- **Teachers**

- **Principals**

- **District or state administration**

- **Broader community key constituents**

> **Should the report card be previewed with any other stakeholder groups?**

Preliminary design principles proposed for focus group research

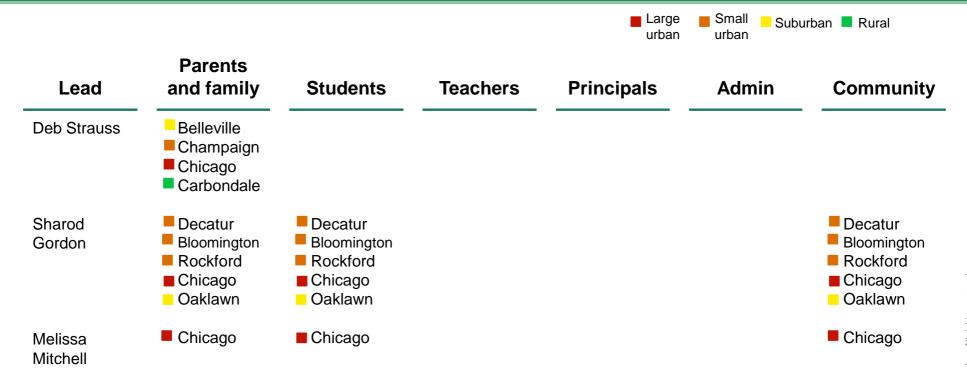|	
Group structure	• Ideal group sizes 5-8 and a maximum of 10-12 participants • Where participation exceeds this number, breakout groups utilized
Selection criteria	• Focus groups should capture a representative sample of districts in Illinois – Dimensions to include geographic (large urban, small urban, suburban, rural) and potentially socio-economic factors • Solicit participation from parents beyond the highly engaged members
Sequencing and timing	• Scheduled from mid July – end August • Staggered start – sequence parent focus groups for later start
Coordination and implementation	• Focus groups to be led by various members of the Steering/Advisory committees or other relevant community leaders, not BCG • The members of the P-20 council committee on Family, Youth and Community Engagement along with a few additional members (e.g., Sharod Gordon for Target Area Development) formed into a lead team to coordinate focus groups

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Team has begun to map potential focus groups across key stakeholders

■ Large urban ■ Small urban ■ Suburban ■ Rural

Lead	Parents and family	Students	Teachers	Principals	Admin	Community
Deb Strauss	■ Belleville ■ Champaign ■ Chicago ■ Carbondale					
Sharod Gordon	■ Decatur ■ Bloomington ■ Rockford ■ Chicago ■ Oaklawn	■ Decatur ■ Bloomington ■ Rockford ■ Chicago ■ Oaklawn				■ Decatur ■ Bloomington ■ Rockford ■ Chicago ■ Oaklawn
Melissa Mitchell	■ Chicago	■ Chicago				■ Chicago

Are there others in this group who can help expand the footprint? Others outside this group we should work with?

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Way forward

The next meeting with the Advisory Committee scheduled on May 13, 2-4pm

- Discuss v0.2 of the report cards
- Review refined version of the focus group research strategy including specific requests for support from group members

Next steps:

- Capture group's feedback and continue refining report cards
- Engage with the Family, Youth and Community Engagement Committee to develop research strategy further

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